Group Projects (max 3 persons per group).

All participants in the group will get the same grade. If there is an issue where a student is not working then the group needs to talk to me no later than **5/27**. The written portion of the project will be due Tuesday, **June 3rd**, and the **Presentations will begin June 3RD (Tuesday)** . All Presentation material by all groups must be submitted on June **3rd**. Powerpoints, etc…should be emailed to me at my address. Projects will lose 10 points for the 1st day late, 5 points for each day thereafter. No project will be accepted after June 7th (a default grade of 40 will be entered)

You will need to choose your group and topic by end of class Thursday 5/22.

**Group project** = 1 Test Grade 4th Quarter

**Written project**- 3 to 5 pages in memorandum form plus relevant graphs and tables->60% grade

**Presentation**- 25 to 45 minutes (1 presentations per day)🡪40% grade.

Presentations must use graphs and tables to help illuminate the subject matter

Topics

1. Regulating Wall Street- Background, current theory, positives, negatives and conclusion. You must address externalities (positive and negative) and moral hazard (assess Dodd-Frank)

2. Current issues in Game Theory—Summarize and present contemporary issues in Game theory, be ready to devise and test the class using a game theory application.

3. Homo Economicus- Current studies in behavioral psychology and the ordinary rational person. You should be ready to discuss before the class and give an example/test using a recent theory in behavioral psychology and economics.

4. Development Economics- Helping the 3rd World. Current issues in development theory, including a critical examination of micro-lending (KIVA). What works best?

5. You are the Fed.- Study the current economy and recreate a Federal Open Market committee meeting, using current data from the Bureau of Economic Analysis, including leading, coincident, and lagging indicators, amongst others. (this requires some knowledge of Macroeconomics)

6. Analyzing the Stimulus Package/Debt issue- Provide an economic analysis of the Obama Stimulus, include background, a description of the legislation and stimulus program, professional critiques of the stimulus package in operation and lastly its’ effectiveness in helping the country get out of the “great recession”. Discuss the impact of the stimulus on the Government Debt – you’ll need to deal with the Rogoff-Reinhart

7. Choose a chapter from the textbook and brainstorm ideas for projects that students can do to help them learn the material.

Come up with three educational projects where students can design, build, create, or otherwise use hands-on or production-oriented skills to make or do “something” to understand the chapter. Students learn in project-based instruction by doing, creating, thinking, and making something that has a meaningful outcome for them. Created items can include anything made by hand: artwork, community service projects, publications, designs, games, and displays.

*Name of Project or Lesson*: State the name of the project here.

*Project Objectives*: When students complete this project, they will be able to…

(Use action words here to itemize the skills and abilities that students will develop to complete their project.).

*Steps*: What are the steps needed to complete the project?

*Materials Needed*: What will students need to complete the project? Make sure your list is comprehensive.

*Rubric:* How will students be evaluated on the project? You must create a rubric that can be used to evaluate the final product. There are many examples of these online.

**Be sure your projects do most of the following**:

* Integration of technology
* Story telling/anecdotal information
* Non-competitive group and team work
* Performance-based assessment and rubrics
* Visual presentations and practice through technology and other means
* Activities appealing to multiple styles of learning